DOCUMENT RESUME

ED 341 766 CE 054 602

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TITLE Industry Immersion for Reading and Mathematics Improvement. Valley Products Company.

INSTITUTION Literacy Foundation Memphis, Inc., TN.; Memphis City School System, Tenn.; Naval Technical Training Command, Millington, Tenn. Research Branch.

PUB DATE Aug 89
NOTE 49p.; For a related document, see CE 054 601.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Corporate Education; Educational Needs; *Employee Attitudes; Employer Employee Relationship; *Literacy Education; *Mathematics Instruction; *Outcomes of Education; Program Effectiveness; *Reading Instruction; Teaching Methods
IDENTIFIERS Tennessee; *Workplace Literacy

ABSTRACT

An intensive industry immersion program of reading and mathematics was conducted in Spring 1989 for employees at Valley Products, Inc., in a cooperative venture by the Literacy Foundation, Memphis, the Memphis City Schools Adult Education Program, and the company. Employee participants were assessed with the San Diego Quick Assessment Test to determine individual reading instructional levels. Mathematics levels were determined using the Memphis City Schools Mathematics Placement Form. Eleven participants were selected for the first session; their reading grade-level scores ranged from 4.0 to 8.0 with an average of 6.2, and their mathematics grade-level scores ranged from 1.8 to 7.5 with an average of 4.3. After intensive immersion in reading and mathematics, participants showed significant gains ranging from 1.2 to 3.4 grade levels in reading and 0.2 to 3.0 grade levels in mathematics. However, these increases should be viewed with caution, because the participants may have once had these skills but lost them over time. Another group of 11 employees received training in a second session. Their results were parallel to those of the first group, although they started at a higher level and moved more quickly. Students were very pleased with the program, and some said they planned to continue their education. (The bulk of the document consists of appendices containing handwritten student evaluations and responses and project forms.) (KC)

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INDUSTRY IMMERSION FOR READING AND MATHEMATICS IMPROVEMENT

VALLEY PRODUCTS COMPANY

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INDUSTRY IMMERSION FOR READING AND MATHEMATICS IMPROVEMENT

by

Paul L. Jones

Joe Eoff

Gloria McDaniel

August, 1989

INTRODUCTION

Historically, American business, industry and governmental agencies have been able to hire and retain individuals who possessed the educational knowledge and skills to meet workforce requirements. All educational projections concerning the workforce in the year 2000 and beyond describe a picture in which essential skills of employees are diminished.

Business, industry and government have already begun to plan for the year 2000 and beyond. However, this planning has revealed a haunting failure of society - America has been scrimping on human capital.[1] We have found that our workers cannot perform on the job; the gap between job requirements and skills of job applicants is widening. The result? Business and industry themselves must become directly and actively involved in the education of their employees.

Literacy Foundation Memphis, Inc., Memphis City Schools Adult Education and Valley Products, Inc. in a cooperative venture implemented an intensive Industry Immersion Program of reading and mathematics for employees at Valley Products. This effort was a second test of the immersion concept in an industrial setting. Two sessions were conducted in this test of the concept.

PROGRAM DESCRIPTION

The reading and mathematics immersion program was conducted during the spring, 1989, on site at Valley Products. The program is discussed in terms of participant performance, student reactions, teacher evaluation, student attitude toward

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Table 1

NAME		SDQA	RFU	MATH
a.	Pre-test	5.0	5.8	1.8
	Post-test	8.7	8.1	2.8
	Gain	3.7	2.3	1.0
b.	Pre-test	8.0	9.0	7.5
	Post-test	11.7	11.3	9.0
	Gain	3.7	2.3	1.5
c.	Pre-test	4.0	6.5	4.3
	Post-test	9.8	8.8	6.4
	Gain	5.8	2.3	2.1
d.	Pre-test	5.0	7.3	4.8
	Post-test	8.2	8.1	7.2
	Gain	3.2	.8	2.4
e.	Pre-test	6.0	7.6	4.3
	Post-test	10.6	9.0	4.6
	Gain	4.6	1.4	.3
f.	Pre-test	7.0	8.1	6.4
	Post-test	8.2	9.3	8.0
	Gain	1.2	1.2	1.6
g.	Pre-test	5.0	7.2	4.1
	Post-test	10.3	8.5	5.6
	Gain	5.3	1.3	1.5
h.	Pre-test	6.0	5.2	1.6
	Post-test	9.6	7.8	3.0
	Gain	3.6	2.6	1.4
i.	Pre-test	4.0	5.2	2.4
	Post-test	7.4	7.0	3.8
	Gain	3.4	1.8	1.4
j.	Pre-test	5.0	7.2	6.4
	Post-test	10.4	8.1	9.4
	Gain	5.4	.9	3.0
k.	Pre-test	6.0	5.2	4.0
	Post-test	8.4	9.6	4.2
	Gain	2.4	4.4	.2

CLASS AVERAGE:	PRE	POST	GAIN
Reading	6.2	9.0	2.8
Math	4.3	5.8	1.5

RANGE OF INDIVIDUAL GAINS:

Reading	1.2 - 3.4
Math	.2 - 3.0

education, counselling and guidance activities, and organizational results.

1. Participant Performance

Administrators and counselors from the Memphis City Schools Adult Education Program administered screening tests in reading and mathematics to participants from the employees of the Valley Products, Inc. All participants were administered the San Diego Quick Assessment Test to determine individual instructional levels. Mathematics assessment was conducted using the Memphis City Schools Mathematics Placement Form. Eleven participants were selected for the first session; their reading grade level scores ranged from 4.0 to 8.0 with an average of 6.2, and their mathematics grade level scores ranged from 1.8 to 7.5 with an average of 4.3. Table 1 shows the results of the initial testing in reading and mathematics.

Two reading tests were used, namely, the San Diego Quick Assessment Test and the Reading For Understanding Test. The San Diego uses a word list to indicate level for placement and the RFU provides a specific reading grade level. The data shows that the average reading pretest was 6.2 depending upon the indicator used.

Pretest data on mathematics, using the Memphis City Schools Mathematics Placement Form, shows a range of 1.8 to 6.4 with an average of 4.3.

Pretest data show that overall reading ability was for general ability, but lacking in specific vocabulary and reading

rate. General ability to read may be measured high, while technical reading ability may be low due to deficiencies in vocabulary. Mathematics pretest scores revealed that participants could perform the basic operations of adding, subtracting, multiplying, and dividing, but lacked the ability to perform higher order operations and mathematical reasoning.

Posttest scores for group 1, after intensive immersion in reading and mathematics, showed significant gains by individuals. Reading gains ranged from 1.2 - 3.4 grade levels, while math gains ranged from 0.2 to 3.0 grade levels. This progress was striking; some individuals increased more than 5 grade levels. One must remember that these striking increases must be viewed with caution because the individuals may be aliterate, that is, they once had the ability but have allowed their skills to atrophy with time.

The reader will notice from Table 1 that reading gains were higher than math gains. This occurs because the skills of reading are practiced and reinforced with each practice session, whereas mathematics skills may require specific practice. For example, one can perform ratio and proportion without practicing subtraction skills.

Eleven individuals received training in the second session. Their pretest-posttest scores in reading and mathematics are shown in Table 2. The results obtained from their training generally parallel those of group 1, however, some unique differences do show. Group I was initially lower in both mathematics and reading. The skills to be taught differed markedly in that Group

Table 2

NAME		SDQA	RFU	MATH
a.	Pre-test	7.0	9.6	7.0
	Post-test	8.8	10.4	9.0
	Gain	1.8	.8	2.0
b.	Pre-test	6.0	5.4	4.6
	Post-test	7.7	7.8	5.6
	Gain	1.7	2.4	1.0
c.	Pre-test	6.0	7.8	4.8
	Post-test	8.6	9.6	6.4
	Gain	2.6	1.8	1.6
d.	Pre-test	7.0	7.2	6.2
	Post-test	8.4	7.8	4.0
	Gain	1.4	.6	2.2
e.	Pre-test	6.0	8.5	4.6
	Post-test	10.6	8.8	4.7
	Gain	4.6	.3	.1
f.	Pre-test	6.0	5.4	6.8
	Post-test	8.6	7.8	7.6
	Gain	2.6	2.4	.8
g.	Pre-test	6.0	8.8	4.2
	Post-test	8.4	9.9	6.4
	Gain	2.4	1.1	2.2
h.	Pre-test	6.0	8.3	4.8
	Post-test	11.4	10.2	7.4
	Gain	5.4	1.9	2.6
i.	Pre-test	6.0	9.9	5.0
	Post-test	9.3	10.4	8.0
	Gain	3.3	.5	3.0
j.	Pre-test	7.0	7.0	2.6
	Post-test	8.3	7.8	3.2
	Gain	1.3	.8	.6
k.	Pre-test	6.0	8.5	4.4
	Post-test	10.6	10.4	6.9
	Gain	4.7	1.9	2.5

CLASS AVERAGE:	PRE	POST	GAIN
Reading	7.2	9.2	2.0
Math	5.0	6.3	1.3

RANGE OF INDIVIDUAL GAINS:

Reading	1.0 - 3.7
Math	.1 - 3.0

2 required instruction focused on reasoning and mathematical knowledge rather than basic math operations. Reading instruction also differed because group 2 could perform at a more accelerated pace since they had mastered the phonetic and structural analysis skills of reading. They were ready for vocabulary, rate, and reading comprehension.

Group 2 gained an average of 2.0 grade levels in reading and 1.3 grade levels in mathematics.

2. Student Reactions

Student reactions to the program from Group 1 are shown in Table 3. They indicated that the program was well organized, interesting, and somewhat applicable to their jobs. Responses such as "I learned things that related to my job." was marked seven "yes" and three "no". This mixed reaction indicates that as a group they support the concept of the program relating to their job, but some of them could not discern this relevancy and immediate applicability. A follow-on question should be asked now that the program is completed about the relevancy and applicability of the instruction for the job.

Materials, supplies, and classroom practices were viewed as positive. The program overall was rated very positive. Two factors, however, deserve special notation. First, the students noted that they felt uncomfortable at times. This is a normal reaction for those returning to school and should not be interpreted as a negative aspect of the program. Students become more comfortable as they continue in the program and achieve more and more success. Secondly, nine of the participants indicated

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Table 3

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES10	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES10	NO
3.	TEACHERS WERE WELL PREPARED	YES10	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO10
5.	MATERIALS, BOOKS WERE INTERESTING	YES 9	NO 1
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES 5	NO 5
7.	ENOUGH MATERIALS WERE PROVIDED	YES10	NO
8.	BOOKS WERE TOO HARD	YES	NO10
9.	BOOKS WERE TOO EASY	YES 1	NO 9
10.	TEACHERS OFFERED ENOUGH HELP	YES10	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES	NO10
12.	I LEARNED SOMETHING NEW EVERY DAY	YES10	NO
13.	SOMETIMES I GOT RESTLESS	YES 6	NO 4
14.	CLASS WAS TOO LONG	YES 1	NO 9
15.	CLASS WAS TOO LARGE	YES	NO10
16.	I LEARNED THINGS RELATED TO MY JOB	YES 7	NO 3
17.	I FELT UNCOMFORTABLE AT TIMES	YES 5	NO 5
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES 9	NO 1
19.	I HELPED OTHER STUDENTS SOMETIMES	YES 9	NO 1
20.	I AM PROUD THAT I TOOK THE COURSE	YES10	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES10	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES10	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES 9	NO 1

B. WHAT DID YOU LIKE BEST? Reading & math; Everything; Teachers' personalities and their outside knowledge; Being comfortable in class and the teachers were helpful; Attention from the teachers.

WHAT DID YOU LIKE LEAST? Interruption; Nothing, loved it all; The short time they had to program the class; Nothing.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. Best like it is; Keep same teachers, same materials; Program was organized; They are doing a great job; Continue what you are doing and get more teachers for the program, most of all, keep up the good work.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Carla Thomas, and any other well known person.

ANY OTHER COMMENTS:

I enjoyed it; I thank Ms. Peacock, Ms. Coffey, Ms. Wills, and Ms. Elmore for being beautiful teachers that I will miss very much. Also, I thank Mr. Eoff and Mr. Nathaniel Miller for their support.

If I had the opportunity I would do it all over again.

Table 4

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES10	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES11	NO
3.	TEACHERS WERE WELL PREPARED	YES11	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO11
5.	MATERIALS, BOOKS WERE INTERESTING	YES10	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES 2	NO 9
7.	ENOUGH MATERIALS WERE PROVIDED	YES11	NO
8.	BOOKS WERE TOO HARD	YES	NO11
9.	BOOKS WERE TOO EASY	YES 4	NO 6
10.	TEACHERS OFFERED ENOUGH HELP	YES11	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES 1	NO10
12.	I LEARNED SOMETHING NEW EVERY DAY	YES11	NO
13.	SOMETIMES I GOT RESTLESS	YES 3	NO 8
14.	CLASS WAS TOO LONG	YES	NO11
15.	CLASS WAS TOO LARGE	YES	NO11
16.	I LEARNED THINGS RELATED TO MY JOB	YES 7	NO 4
17.	I FELT UNCOMFORTABLE AT TIMES	YES 5	NO 6
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES11	NO
19.	I HELPED OTHER STUDENTS SOMETIMES	YES11	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES11	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES11	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES11	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES11	NO

B. WHAT DID YOU LIKE BEST? Open discussion; Reading skills; Vocabulary connections and American stories; Caring teachers; I enjoyed math; Group discussion; Wonderful speakers who attended the classes; Teacher's effort and concern; The class gave me courage to keep on learning; Math; Reading and all of it.

WHAT DID YOU LIKE LEAST? Social studies; Reading, because I don't like reading, but I know it helps you improve your skills; The class didn't last long enough; Speakers didn't talk long enough; Reading (silent reading); Vocabulary; I don't like writing very much, but I still enjoyed it; The test; having to write little stories; I had a problem with math.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. The classes should last longer and have everyone in the company go thro this class; More output from the classes; Teachers were helpful; More time, longer discussions; Keep making learning fun; Needs no improvement; Studying a little bit more and pay more attention.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. Mrs. Jones; Mrs. Toles

Roseann Elmore; June Jones, very educated teacher; Joe Eoff; Pat Coffey; Dr. Willie Herenton; Gloria McDaniel; Rev. O'Neil Jackson; A speaker that had dropped ~~out of school that decided to go back and finish school or college and became success-~~ ful.

ANY OTHER COMMENTS:

Taking the course has really woken me up again. I hope now to go ahead and continue my education. I would personally like to thank all of you very much; I loved the way you all helped me learn, very good teachers and I wish this class was a little bit more longer; Enjoyed the class, learned a lot; Helped us and will help the Company I wish everyone could be exposed to the fine teachers we had to help us;

SPEAKER RATINGS: 5-Excellent; 4-Very Good; 3-Good; 2-Average; 1-Fair

Roseann Elmore - 7 (5) 2 (4) ___(3) 1 (2) ___(1)

Very useful, would recommend; Excellent; Not necessary, but very useful, would recommend and information met my needs; Good, very useful; I think she was very good on goal setting and completing them; Average, and I understand very clearly about what she said.

Elizabeth Toles - 4 (5) 5 (4) 1 (3) ___(2) ___(1)

Necessary, would recommend; Useful; Excellent, would recommend, but not really necessary; Not necessary; Necessary, we have many young people here. I feel she could inspire them to have confidence in themselves; Good; Using your natural gift for a positive means.

Ed Williams - 6 (5) 3 (4) 1 (3) ___(2) ___(1)

Necessary, would recommend; Very useful; Good; Excellent, very useful.

Vicky Medley - 1 (5) 4 (4) 2 (3) 1 (2) ___(1)

Would recommend; Necessary; Very useful, would recommend; Good, not necessary Would not recommend; Useful; Fair, necessary.

June Jones - 5 (5) 3 (4) 2 (3) ___(2) ___(1)

Necessary, very useful; Very useful, information met my needs; Excellent; Would recommend; Good, very useful; The mindfulness of having motivation; Good, necessary.

Dorothy Carr - 4 (5) 2 (4) 3 (3) ___(2) ___(1)

Necessary; Useful; Very useful, would recommend, information met my needs; Not recommend; Good, very useful; Excellent, very useful.

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that they plan to continue attending classes and studying. This is a testimony to the program quality, instructor capabilities, and student motivation.

General comments about what the students like best about the program were "I loved the program.", "I thought everything was great.", "The teacher attention to help you understand.", and "The teachers were very helpful." These comments reinforce the positive ratings provided the participants. The only negative comments related to "interruptions" and "the short time they had for the course."

Group 2 also indicated their support for the course organization. Table 4 shows that they thought the teachers were well prepared, materials were appropriate, and students were comfortable in the instructional process.

The openended items provided more indepth information from group 2 than group 1. Open discussion, vocabulary, caring teachers, speakers and general program effect were specifically singled out as "What I liked best." On the other hand, social studies, length of talks by guest speakers, silent reading, writing and tests were listed as "What I liked least about the program." Ideas presented by the participants to improve the program included: "The classes should last longer and everyone in the company go through them." One may infer from this comment that the program stimulated communication that is important for the workplace. If the inference holds, then the comment "I learned something everyday" becomes more powerful support for the program.

3. Teacher Evaluation

Each instructor was asked to share a personal opinion concerning several statements about the participants, materials, facilities and coordinating staff. Appendix A provides the data for each individual in group 1 and 2. Summary ratings show that all teachers viewed the students as having a positive attitude toward the program. They felt that student confidence increased and students generally enjoyed instruction.

Teachers rated the materials as adequate and appropriate. Facilities were conducive to learning. The only difficult area noted by the teachers was the "ability to determine if a literacy consciousness transferred to the workplace." Teacher ratings were undecided. This rating is consistent with those of students who previously said that it was difficult to determine if the program helped them learn things related to their job.

4. Student Attitude Toward Education

Group 1 participants completed the Attitude Toward Education questionnaire. Their responses revealed that the program helped them express their ideas, both orally and on paper. The classroom discussions helped provide new ideas, helped them exchange information, and created a desire to better themselves educationally.

Family relations and future goals were checked as improving from participation in the class. Perhaps, insightfulness and increased reading as well as ability to complete reading tasks

created these perceptions since these skills help an individual become more sensitive to the needs of others.

Working with others, responsibility to others, and more open to the opinions of others were rated high. The dynamics of the immersion teaching-learning process fosters an open, positive and supportive climate, thus, establishing a foundation to be sensitive to the needs of others. In general, Table 5, which provides the cumulative data for Group 1, causes one to know that a positive attitude toward education was established in the immersion program.

Table 6 which presents data for Group 2 on the Attitude Toward Education questionnaire is very similar to the responses obtained for Group 1. Item 11 which states "This class caused me to read more in my leisure time." has a lower score than any other item on the questionnaire. Why is this true? One speculates that leisure reading habits are established over time and materials must be available for leisure reading. Research and experience shows that poor readers tend to elect other things to do rather than read and they do not have materials in their homes to support leisure reading. A follow-on question may reveal that the use of the newspaper as a teaching tool will cause these participants to read more for leisure.

5. Counselling and Guidance Activities

Appendix B contains three elements related to counselling and guidance activities used in the immersion program for Group 1. These elements are: schedule of activities, evaluation form

Table 5

VALLEY PRODUCTS - GROUP 1

ATTITUDE TOWARD EDUCATION
SURVEY SUMMARY

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

	SA	A	U	D	SD
1)	8	2	0	1	0
2)	4	6	1	0	0
3)	7	3	0	0	1
4)	6	4	1	0	0
5)	6	3	1	1	0
6)	9	2	0	0	0
7)	8	2	0	0	1
8)	5	4	1	0	1
9)	6	3	2	0	0
10)	5	5	1	0	0
11)	4	5	0	2	0
12)	5	5	1	0	0
13)	6	3	1	1	0
14)	7	3	0	1	0
15)	5	6	0	0	0
16)	7	3	1	0	0
TOTALS	98	59	10	6	3

Table 6

VALLEY PRODUCTS - GROUP 2

ATTITUDE TOWARD EDUCATION
SURVEY SUMMARY

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

	SA	A	U	D	SD
1)	2	9	0	0	0
2)	4	6	1	0	0
3)	3	7	1	0	0
4)	6	5	0	0	0
5)	6	4	1	0	0
6)	8	3	0	0	0
7)	5	5	0	1	0
8)	3	3	4	1	0
9)	8	3	0	0	0
10)	5	6	0	0	0
11)	4	4	1	2	0
12)	6	3	2	0	0
13)	3	7	1	0	0
14)	6	4	1	0	0
15)	4	5	2	0	0
16)	5	6	0	0	0
TOTALS	78	80	14	4	0

entitled "This is the Way I Am", and responses to the evaluation form.

Pretest-posttest guidance and counselling results show a trend toward positive self-images, confidence, and thoughtfulness developing after time in the program. These attitudes, probably established prior to the immersion experience, were fostered with the guidance and counselling sessions.

The guidance and counselling results suggest that workplace benefits will accrue because individuals work together as team members, respond to each others needs, and become more sensitive to performing their roles as contributing employees.

Appendix C contains the schedule of activities for Group 2. The trend of the data shown indicates a movement toward a more positive feeling on the self-esteem inventory. Why did this happen? Much emphasis of the immersion program is on self-reliance and support to others. Knowing that I can do a job and knowing that I can help others has a positive effect on the way one views himself. Thus, these positive ratings can be partially explained because the curriculum causes participants to demonstrate positive feelings.

6. Organizational Results

Upon completion of the immersion program, supervisors were asked to provide their perceptions of the participant in the workplace. Appendix D shows their perceptions. They indicated that the participants seem more interested in their jobs, are more willing to take on additional responsibilities, and can

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better carry out directives. The supervisors also stated the participants exhibited more self-confidence, were rejuvenated in their desire for education, and were more enthusiastic. Productivity is stressed by the participants and there is less need for monitoring or supervising employees.

CONCLUSIONS

The second demonstration of the industry immersion concept verified that reading and mathematics grade levels can be increased significantly in a short period of time. Perhaps equally important is that employee attitudes, confidence, and relations are also improved.

If productivity continues to be stressed by the employee and less supervision is needed, then the industrial immersion will prove its worth over time. Valley Products, Inc. has demonstrated that "it is in the company's best interest to offer training and reap the benefits of their investments as employees work capacities rise."[2]

APPENDIX A
TEACHER EVALUATIONS

Group 1

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

TEACHER EVALUATION:

1.	Participants indicated a positive attitude toward the program.	(5) 4 3 2 1
2.	Participants developed a literacy consciousness which transferred to the workplace.	5 4 (3) 2 1
3.	Participants' confidence increased.	(5) 4 3 2 1
4.	Participants appeared to enjoy the classes.	(5) 4 3 2 1
5.	Participants developed an open, relaxed attitude among themselves.	(5) 4 3 2 1
6.	Materials were adequate for the program.	(5) 4 3 2 1
7.	Facilities were conducive to learning.	(5) 4 3 2 1
8.	The coordinating staff was supportive.	(5) 4 3 2 1

COMMENTS: The experience at Valley Products Company was inew, different and rewarding. Working eight hours a day (again) was no problem. I found myself looking forward to the next day. The participants were fun eager-to-learn people. The materials were adequate, the facilities were ok and the coordinating staff and support persons were just Great.

Group 2

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

TEACHER EVALUATION:

1.	Participants indicated a positive attitude toward the program.	(5) 4 3 2 1
2.	Participants developed a literacy consciousness which transferred to the workplace.	5 (4) 3 2 1
3.	Participants' confidence increased.	5 (4) 3 2 1
4.	Participants appeared to enjoy the classes.	(5) 4 3 2 1
5.	Participants developed an open, relaxed attitude among themselves.	(5) 4 3 2 1
6.	Materials were adequate for the program.	5 (4) 3 2 1
7.	Facilities were conducive to learning.	5 4 (3) 2 1
8.	The coordinating staff was supportive.	(5) 4 3 2 1

COMMENTS: All participants both instructors and participants enjoyed this program. The participants appreciated this opportunity provided by their company to upgrade themselves. This was a very worthwhile and rewarding experience for me, also.

APPENDIX B
GUIDANCE AND COUNSELLING ACTIVITIES - GROUP 1

Appendix B

VALLEY PRODUCTS

GROUP I

ACTIVITIES

February 13, 1989

- Initial meeting with participants
- Counselor administered Self-Esteem Inventory PRE-TEST
- Group Activity "Self-Esteem"

February 16, 1989

- Group Activity "Time Management"
  "Goal Setting"

February 21, 1989

- Group Activity "Study Skills"

February 23, 1989

- Self-Esteem Inventory POST-TEST

All members of the group actively participated in all activities

NAME _____

THIS IS THE WAY I AM

	Nearly Always	About 1/2 The Time	Just Now And Then
Friendly	_____	_____	_____
Obedient	_____	_____	_____
Honest	_____	_____	_____
Thoughtful	_____	_____	_____
Brave	_____	_____	_____
Careful	_____	_____	_____
Fair	_____	_____	_____
Mean	_____	_____	_____
Lazy	_____	_____	_____
Truthful	_____	_____	_____
Smart	_____	_____	_____
Polite	_____	_____	_____
Clean	_____	_____	_____
Kind	_____	_____	_____
Selfish	_____	_____	_____
Helpful	_____	_____	_____
Good	_____	_____	_____
Cooperative	_____	_____	_____

NAME _____

THIS IS THE WAY I'D LIKE TO BE

	Nearly Always	About 1/2 The Time	Just Now And Then
Friendly	_____	_____	_____
Obedient	_____	_____	_____
Honest	_____	_____	_____
Thoughtful	_____	_____	_____
Brave	_____	_____	_____
Careful	_____	_____	_____
Fair	_____	_____	_____
Mean	_____	_____	_____
Lazy	_____	_____	_____
Truthful	_____	_____	_____
Smart	_____	_____	_____
Polite	_____	_____	_____
Clean	_____	_____	_____
Kind	_____	_____	_____
Selfish	_____	_____	_____
Helpful	_____	_____	_____
Good	_____	_____	_____
Cooperative	_____	_____	_____

CHANGES IN RESPONSES

	THIS IS THE WAY I AM		THIS IS THE WAY I'D LIKE TO BE	
	PRE	POST	PRE	POST
Adult Learner #1				
THOUGHTFUL	1/2 the time	nearly always		
FAIR	1/2 the time	now & then		
MEAN	1/2 the time	now & then		
LAZY	1/2 the time	now & then	1/2 the time	now & then
TRUTHFUL	1/2 the time	nearly always		
SMART	1/2 the time	nearly always		
KIND	1/2 the time	nearly always		
GOOD	1/2 the time	nearly always		
OBEDIENT			1/2 the time	nearly always
POLITE			now & then	nearly always
Adult Learner #2				
MEAN	1/2 the time	now & then		
SELFISH	now & then	1/2 the time		
BRAVE			now & then	1/2 the time
Adult Learner #3				
TRUTHFUL	1/2 the time	nearly always		
SMART	1/2 the time	nearly always		
POLITE	1/2 the time	nearly always		
SELFISH	1/2 the time	nearly always		
HELPFUL	1/2 the time	nearly always		
GOOD	1/2 the time	nearly always		
MEAN			1/2 the time	now & then
Adult Learner #4				
FRIENDLY	now & then	1/2 the time		
OBEDIENT	1/2 the time	nearly always		
THOUGHTFUL	1/2 the time	nearly always		
BRAVE	now & then	nearly always	1/2 the time	nearly always
CAREFUL	1/2 the time	nearly always	1/2 the time	nearly always
MEAN	1/2 the time	nearly always		
SELFISH	nearly always	now & then	nearly always	now & then
HELPFUL			1/2 the time	nearly always
Adult Learner #5				
THOUGHTFUL	1/2 the time	nearly always	1/2 the time	nearly always
SMART	1/2 the time	nearly always		
KIND	1/2 the time	nearly always		
COOPERATIVE	1/2 the time	nearly always		
BRAVE			1/2 the time	nearly always

	THIS IS THE WAY I AM		THIS IS THE WAY I'D LIKE TO BE	
	PRE	POST	PRE	POST
Adult Learner #6				
OBEDIENT	now & then	nearly always	no change in responses	
Adult Learner #7				
no change in responses			no change in responses	
Adult Learner #8				
FRIENDLY	1/2 the time	now & then		
HONEST	1/2 the time	nearly always		
BRAVE	1/2 the time	nearly always		
CAREFUL	1/2 the time	nearly always		
TRUTHFUL			1/2 the time	nearly always
Adult Learner #9	no change in responses		no change in responses	
Adult Learner #10			no post-test	
Adult Learner #11			no pre-test	

STATED GOALS-VALLEY I

Adult Learner #1 - planning on and getting a better job than I have

Adult Learner #2 - exercise, lose weight and keep it off

Adult Learner #3 - to buy my family a home in one year

Adult Learner #4 - move out of my parents home into my own before fall of '89 and gain 15 lbs

Adult Learner #5 - to do better in 1989 than I did in 1988. Such as financially, church work, with my immediate family -my friends, Eastern Star work - all this is my goal for 1989.

Adult Learner #6 - get married and have a sharp house

Adult Learner #7 - work harder and better at Valley Products Co. To learn better skills so I can do a better job

Adult Learner #8 - to save my money to move in a year's time

Adult Learner #9 - to finish 4 books I enjoy by the end of the year

Adult Learner #10 - purchase 20 new outfits with 20 new pair of matching shoes and 1 gold chain and a new car

Adult Learner #11 - to get a better position on my job so that I can buy a home

APPENDIX C
GUIDANCE AND COUNSELLING ACTIVITIES - GROUP 2

Appendix C

VALLEY PRODUCTS II

ACTIVITIES

February 27, 1989 - *PRE-TEST - Self-Esteem Inventory
- Gave participants overview of activities to follow

*Counselor had met all participants while conducting hearing screening in December. 1988.

March 1, 1989
- Group Activity "Self-Esteem"

March 2, 1989
- Group Activity "Time Management"

March 8, 1989
- Group Activity "Goal-Setting"

March 9, 1989
- Group Activity "Study Skills"

March 10, 1989
- POST-TEST
- Discussion of all activities (recap)

March 13, 1989
- Counselor attended awards ceremony

Participants in the Valley Products II group were unusually eager to participate in all activities.

SELF-ESTEEM INVENTORY

The counselor made the decision to change the instrument used to determine participant's levels of self-esteem and to note any change in responses that occurred during the immersion. (See attachment)

Responding "Like Me" to items 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21 and 25 indicates low self-esteem.

Responding "Unlike Me" to items 4, 6, 8, 12, 17, 20, 22, 23 or 24 also indicates low self-concept.

NAME _____ DATE _____

		Like Me	Unlike Me
1.	I often wish I were someone else.	_____	_____
2.	I find it very hard to talk in front of a group.	_____	_____
3.	There are lots of things about myself I'd change if I could.	_____	_____
4.	I can make up my mind without too much trouble.	_____	_____
5.	I get upset easily at home.	_____	_____
6.	I'm a lot of fun to be with.	_____	_____
7.	It takes me a long time to get used to anything new.	_____	_____
8.	I'm liked by other people.	_____	_____
9.	I give in very easily.	_____	_____
10.	It's pretty tough to be me.	_____	_____
11.	Things are all mixed up in my life.	_____	_____
12.	People usually follow my ideas.	_____	_____
13.	I have a low opinion of myself.	_____	_____
14.	There are many times when I'd like to leave home.	_____	_____
15.	I often feel upset.	_____	_____
16.	I'm not as nice looking as most people.	_____	_____
17.	If I have something to say, I usually say it.	_____	_____
18.	Most people are better liked than I am.	_____	_____
19.	I often get discouraged.	_____	_____
20.	Things usually don't bother me.	_____	_____
21.	I can't be depended on.	_____	_____
22.	I'm a hard worker.	_____	_____
23.	I finish things I set out to do.	_____	_____
24.	I use time wisely.	_____	_____
25.	I am scared to take chances.	_____	_____

CHANGES IN PARTICIPANT'S RESPONSES

Inventory items that were changed to positive responses from pre- to post-testing.

Adult Learner #1 - Items 3, 9, 18, 21

Adult Learner #2 - Items 1, 2, 3, 5, 14

Adult Learner #3 - Items 12, 14, 16, 18

Adult Learner #4 - Items 2, 9, 10

Adult Learner #5 - Items 3, 10, 18

Adult Learner #6 - Items 2, 3, 10, 10

Adult Learner #7 - no post-test

Adult Learner #8 - Items 1, 3, 5, 14, 19

Adult Learner #9 - Items 1, 2, 3, 10, 18, 25

Adult Learner #10 - Items 3, 10, 11, 23, 24

Adult Learner #11 - Items 3, 4, 7, 10, 18, 19

All changes indicated on increase in self-esteem.

STATED GOALS - VALLEY PRODUCTS II

My goal is...

Adult Learner #1 - to go to college to become a nurse.

Adult Learner #2 - to get some means of transportation before this year is out. Hopefully at least by August, 1989.

Adult Learner #3 - to maybe sometime during the summer take a cruise to the Bahamas.

Adult Learner #4 - to build me a patio by July.

Adult Learner #5 - to find a companion soon who I can trust and be happy with.

Adult Learner #6 - to start my own business before the year ends.

Adult Learner #7 - to be designing jewelry and clothes by the end of December, 1989

Adult Learner #8 - to be living out on my own by November.

Adult Learner #9 - to get my GED and maybe even be married by this time next year.

Adult Learner #10 - to change my regular routine and do a different job

Adult Learner #11 - to quit fussing with my husband and try to understand him better.

EDUCATIONAL OPPORTUNITY CENTER
RESOURCE VISITS

On February 22, 1989 and March 9, 1989 a presentation was made sharing information about the Educational Opportunity Center and its services. Later, the counselor talked individually with each employee who had participated in the immersion programs to assist them with information concerning the ABE/GED classes, college/vocational admission procedures and financial aid assistance available to them.

Several of the employees were interested in seeking aid from the Educational Opportunity Center. Follow-up has been made with the following employees:

Employee A has made application to LeMoyn-Owen College to enroll in the Life Long Learning Program (Adult degree).

Employee B needs to take the proficiency exam, having completed all credits for graduation. She was referred to the counselor for information concerning the High School Proficiency Test.

Employee C was referred to Messick Vocational Center to continue work on a GED.

Employee D was referred to Adult Education for 12th grade English which allows him to complete high school.

Employee E wanted to join the Navy. He took the ASVAB and scored 30. Conversations with the recruiter resulted in a retesting. During these conversations and retesting, the employee changed his mind and decided not to go into the Navy.

Employee F expressed an interest in data processing as a major and in a short term program with financial aid. The employee was informed about institutions offering short term programs.

Employee G was interested in studying computer repair. The curricular offerings at State Technical Institute of Memphis and Memphis State University were discussed with him.

Employee H was informed of a GED test site in his locality and of a Pre-GED test schedule. He was interested in studying in the area of electrical engineering and was informed of apprenticeship opportunities in electricity.

Employee I was interested in nursing. She needed to complete the GED and was informed of test sites and schedules.

Employee J along with his wife was referred to a GED program and was supplied with a GED test schedule.

Employee K was interested in majoring in business with a concentration on computers. He was counselled on the opportunities and was supplied with financial aid requirements as well as school admission requirements.

ACKNOWLEDGEMENTS:

Literacy Foundation Memphis, Inc. acknowledges with deep appreciation the contributions of:

- Adult Education, Memphis City Schools
- Colonial Hearing Evaluation Center, Memphis City Schools
- Colonial Visually Limited Center, Memphis City Schools
- Naval Technical Training Command, Millington
- The Commercial Appeal

Especially, we thank Valley Products Company for its commitment to employee excellence and for its leadership in providing these Industry Immersion Programs.

VALLEY PRODUCTS COMPANY

INDUSTRY IMMERSION PROGRAM

AWARD CEREMONY

AND

STUDENT RECOGNITION

MARCH 30, 1989

PROGRAM

WELCOME — Ernie Jackson, Board Member
Literacy Foundation Memphis, Inc.

INTRODUCTION OF SPEAKER — Charles Rast
Operations Manager/Bulk Products
Valley Products

SPEAKER — Sonia Walker
Director, Community Affairs
WHBQ TV

PRESENTATION OF STUDENTS — Nathaniel Miller
Personnel Coordinator
Valley Products

AWARDING OF CERTIFICATES — Jim Breazeale, President
Valley Products

STUDENTS' RESPONSE — Gloria Calvin
Tony Hill

ACKNOWLEDGEMENTS — Joe Eoff, Coordinator
Adult Education
Memphis City Schools

Gloria McDaniel, Executive Director
Literacy Foundation Memphis, Inc.

STUDENTS:

TOMMIE E. BURTON	INEZ ADAMS
MICHAEL DEAN	GLORIA CALVIN
MARCUS EVANS	STEVEN CUNNINGHAM
CHARLOTTE GREER	CAROL DILLARD
MELBA GREGORY	DONNA HARRIS
ROBIN HAMMOND	SAMMIE HIGHTOWER
NATHAN HARDRICK	EDDIE BELL HARRIS KELLY
TONY A. HILL	JACQUELINE KINCAID
PAT KIRCHNER	DONALD ROBINSON
ERMA J. MOORE	BETTY RUDD
PATRICIA WEBB	JEANNETTE SMITH

TEACHERS:

PAT COFFEY, Lead Teacher, Memphis City Schools
ZERNIA PEACOCK, Memphis City Schools
PATSY WILLS, Memphis City Schools

RESOURCE STAFF:

ROSEANN ELMORE, Memphis City Schools
VICKIE MEDLEY, N.T.T.C.
ED WILLIAMS, Future Memphis
JUNE CHINN-JONES, Educational Opportunities Center
FLORENCE HALL, Educational Opportunities Center
DOROTHY CARR, Memphis-Shelby County Public Libraries
ELIZABETH TOLES, Memphis City Schools Retired Teacher

COORDINATOR:

GLORIA MCDANIEL, Literacy Foundation Memphis, Inc.

LFM
LITERACY FOUNDATION MEMPHIS, INC.

CERTIFICATE

This is to certify that

has satisfactorily completed hours of instruction in the

INDUSTRY IMMERSION PROGRAM

and is therefore awarded this

Certificate of Achievement

In testimony whereof this certificate is granted and the signatures are hereunto affixed on this the _____ day of _____ 19_____, Shelby County, Memphis, Tennessee.

_____	_____
Program Coordinator	**President, Literacy Foundation Memphis**
_____	_____
Lead Teacher	**Adult Education, Memphis City Schools**

APPENDIX D
ORGANIZATIONAL RESULTS

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement)
(1) Ability to carry out multiple directives as opposed to only one at a time.

(2) More aware of the value of a leadership role at the work place and therefore willing to take on that role.

(self-confidence improvement)
(1) With these individuals already possessed with confidence, their willingness to rely on their own job experience to make decisions has increased.

(enthusiasm) There has been a noticeable reduction of procrastination on the job. Most of these individuals have displayed increased initiative and responsiveness to job demands.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:
Overall the immersion program was a definite asset to our workforce. It has not only rejuvinated the workers desire for education through its classroom setting but it has also brightened his self worth through its graduation program.

ASSESMENT OF WORK HABIT CHANGES - punctuality, improved
Since this company uses an attendance policy to enforce punctuality on the job, it would be difficult to determine if the immersion program had any effect.

PERFORMANCE REVIEW CHANGES (productivity): With a rise in the enthusiasm of the worker, there is a definite increase in productivity. With an increased desire to learn there is less need for monitoring or supervision.

OTHER COMMENTS, RECOMMENDATIONS: It is my belief that a program such as this should be on going thereby nourishing the workers growth.

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)

Steve seems to be more at ease with measurements etc

(self-confidence improvement)

Both employees seem to be more self confident in their surrounding work environment

(enthusiasm)

Both employees genuinely appreciated the opportunity to participate and both show more enthusiasm for their jobs as well as the Company

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

I was very enthused about the whole concept of this program and everything I have heard from both employees is very positive

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

Both men were already exemplary in work habits

PERFORMANCE REVIEW CHANGES (productivity):

Productivity is hard to measure specifically in some cases but overall there is more interest shown by these 2 men

OTHER COMMENTS, RECOMMENDATIONS:

We need to develop some motivational tools to encourage employees to continue this start they have made toward bettering their skills and raised self esteem

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement)

(self-confidence improvement) Several people have shown more interest in taking responsible tasks these folks are more apt to seek out greater new challenges than before. You can tell by just talking to them.

(enthusiasm)

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING: Very good as a whole to increase self-confidence

ASSESMENT OF WORK HABIT CHANGES - punctuality, improved None noticed overall. A few have responded by not working harder, but by their confidence to oversee tasks & take charge.

PERFORMANCE REVIEW CHANGES (productivity):

OTHER COMMENTS, RECOMMENDATIONS: Some people who have taken the class might show different results if they get a chance to do so. Not everyone has been asked to step forward & be placed in a responsible and/or challenging position.

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)

Employees are more interested in the working of the lines. Seem to pay closer attention to details.

(self-confidence improvement)

Employees are willing to take on more responsibilities.

(enthusiasm)

The level of enthusiasm has always been high. I have not seen any decrease in the level of enthusiasm. I see where employees like on-line training.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

Overall, the program has given the employee more self confidence.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

Employees are more concerned about quality and standards. They talk more questions about the everyday operations of the lines.

PERFORMANCE REVIEW CHANGES (productivity):

The Liquid Fill department has always set high standards concerning productivity. The employees how went through the class class are more aware and stress productivity to the other employees

OTHER COMMENTS, RECOMMENDATIONS:

I would like to see a session on problem solving. How to think a problem through and how to seek the correct method (chain of command) to solve the problem.

Bonnie

PEFERENCES

1. Nassbaum, Bruce. "Needed: Human Capital" in Human Capital, The Decline of America's Work Force, Business Week, September 19, 1988, p. 101.

2. Opportunity 2000. U. S. Department of Labor, prepared by Hudson Institute, Indianapolis, Indiana, September, 1988.

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